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As a part of the Wisconsin pilot program which places emphasis upon implementing courses and sequences directed toward employment in available entry occupations, this program aimed to provide (1) an understanding of the services rendered in the health field and related job opportunities and requirements, and (2) an understanding of the mentally retarded and the development of employable skills, knowledge, and attitudes which could lead to employment as institutional workers. Nineteen senior students met 2 hours daily during the first semester to explore job opportunities in the health field and to study elementary psychology, interpersonal relations, and problems of mental retardation. Field trips and guest speakers reinforced the program. During the early part of the second semester, students went to the Southern Wisconsin Colony and Training School for 2 3/4 hours on 4 days each week for cooperative training and returned to the high school on the 5th day for group counseling, student reports, and lectures. During the latter part of the second semester cooperative training continued with assignments to specialized departments according to the student's interest. The participating staff, in evaluating the first-year program, judged it to have considerable merit for both students and patients and to fill a longstanding gap in the educational system-orientation to vocational-technical programs. The course outline is included. (JK)

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HEALTH SERVICES SURVEY
AND TRAINING PROGRAM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A PROSPECTUS .

HEALTH SERVICES SURVEY AND TRAINING PROGRAM

A Cooperative Training Program
conducted by

Union Grove High School
Union Grove, Wisconsin

in cooperation with

Southern Wisconsin Colony and Training School
and Other Health Institutions

A high school pilot project in Vocational Education in cooperation with the State Department of Public Instruction and the University of Wisconsin under the provisions of the Federal Vocational Education Act of 1963.

First Edition, May, 1966
Second Edition, November, 1966
Third Edition, September, 1967

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COOPERATING PARTICIPANTS

1. UNION GROVE HIGH SCHOOL

James Highland, Administrator
Earl VerBunker, Principal
Albert Pitts, Coordinator, Vocational Education
Arthur Lawlor, Teacher-Manager

2. UNION GROVE HIGH SCHOOL VOCATIONAL ADVISORY COMMITTEE - HEALTH OCCUPATIONS

Mrs. Glen Christman, R.N., Chairman
Miss Marian Bower, R.N., B.S., M.A., St. Luke's School of Nursing, Racine, Wisconsin
Mrs. Ethel Hansen, L.P.N.
Mrs. Mary Williams, M.S., Chief Technologist, St. Luke's School of Medical Technology
Miss Margaret Gleave, Director, Curative Workshop of Racine

3. SOUTHERN WISCONSIN COLONY

John M. Garstecki, Superintendent
James K. McKinnon, Director, Management Services
Ellison F. White, M.D. Medical Director
Alice Tohm, R.N. Assistant Director of Nurses
James F. Mulvey, Supervisor of Aid Training

4. STATE DEPARTMENT OF PUBLIC INSTRUCTION

Robert Ristau, Program Administrator, Vocational Education

5. UNIVERSITY OF WISCONSIN, MILWAUKEE

Department of Exceptional Children
Dr. Robert Erdman, Chairman, Department of Special Education
Dr. Hans R. Hahn, Department of Special Education

6. MARQUETTE UNIVERSITY

Dr. Nicholas Topetzes, Chairman
Department of Guidance and Counseling

7. WISCONSIN STATE DEPARTMENT OF NURSES

Miss Adele Stahl, Director, State Department of Nurses

8. DIVISION OF MENTAL HYGIENE

Miss Louise Grapenthin, R.N. Chief Nursing Supervisor
Mrs. Helen DeBardeleben, Coordinator Social Work Recruitment

ENDORSEMENT

Staff of the Wisconsin State Department of Public Welfare and the Division of Mental Hygiene have reviewed this prospectus, offered valuable assistance in its preparation, and has endorsed these programs.

UNION HIGH SCHOOL, UNION GROVE, WISCONSIN

HEALTH SERVICES SURVEY AND TRAINING PROGRAM

COURSE OF STUDIES

SEMESTER I

BASIC ASSUMPTIONS

1. This survey course is not intended to be a vertical training course, but rather exploratory in nature.

2. The resources of the larger community shall be utilized to afford maximum motivation for learning.

3. The laws of learning, including readiness, exercise and effect shall be implemented through vicarious learning from textbooks, research, lectures, and field trips.

4. Reinforcement learning shall be continued on a cooperative training program utilizing stations in the field of health in which observation will be stressed.

OBJECTIVES

1. To gain an awareness of different types of hospitals and medically-oriented institutions found in our society. Purpose: To gain an understanding of the services rendered in the field of health.

2. To gain an awareness of the different types of positions available at these hospitals and medically-oriented institutions. Purpose: To learn of the opportunities and job requirements available in hospitals and medically-oriented institutions.

3. To accept all types of people. Purpose: To understand oneself to better understand others.

4. To focus on the field of mental retardation. Purpose: To gain understanding of the retarded as a person and as a patient. To learn of his needs and of the services available to meet those needs. (Program focused on mental retardation in this area because of availability of Southern Colony as a laboratory.)

5. To provide training in Daily Living Care. Purpose: To provide employable skills, knowledge, and attitudes which could lead to employment upon graduation from high school as an institutional worker.

COURSE OUTLINE

I. Survey of hospital structure and organization, job opportunities, and job requirements. (30 class hour intensive study, research, and individual project reports).

Materials:

"Sextant Series for Exploring Your Future in Hospitals" - American Liberty Press
"SRA Occupational Exploration Kit.
"Health Career Guide" - State Medical Society of Wisconsin
"A Synthesis and Survey of Paramedical Careers in Milwaukee County" - Ernest Spaight - Asst. Prof. Ed. Psych. U.W.M.

Field Trips:

1. General Hospital
2. School of Nursing & Medical Technology
3. Veterans Hospital
4. Childrens Hospital
5. Schools of Deaf & Blind
6. Nursing Home
7. Curative Workshop
8. Mental Retardation Day Care Center
9. Research Centers
10. Outpatient Psychiatric Clinic

II. Self-appraisal and understanding of human behavior (70 class hours), including normal child growth and development.

Materials:

Child Growth and Development - Elizabeth B. Hurlock (textbook)

Personal, Impersonal, and Interpersonal Relations - Genevieve Burton (textbook)

The Dynamics of Personal Adjustment - Lehner and Kube (resource book)

Toward Understanding Human Personality - Leeper and Madison (resource book)

The Psychology of Human Differences - Tyler, Leona (resource book)

Readings on behavior and psychology

Resource lectures

Individual research reports

III. Understanding the Mentally Retarded (80 class hours).

Materials:

"Understanding the Mentally Retarded" - Thorne (textbook)

Reading on mental retardation

Resource lectures

Southern Colony personnel

Individual research reports

Classes meet daily from 8:00 to 10:00 at the high school during the first nine weeks and 8:00 to 10:00 on Fridays for the balance of the year. Classes meet at Southern Colony from 8:00 to 10:30, Mondays through Thursday, during the last three quarters of the year. Or, in some cases, at another workshop setting during the second semester.

IV. Medical Self-Help Program

Purpose:

To give students some idea of the practices and procedures involved in caring for people.

To prepare students for self-help in case of national emergency.

Course consists of eleven areas of concentration and will be taught by a registered nurse. The course consists of eleven areas of concentration listed as follows:

1. Radioactive Fallout and Shelter
2. Healthful Living in Emergencies
3. Artificial Respiration
4. Bleeding and Bandaging
5. Fractures and Splinting
6. Transportation of the Injured
7. Burns
8. Shock
9. Nursing Care
10. Infant and Child Care
11. Emergency Childbirth

Materials and films used are furnished by the Wisconsin State Board of Health and are printed by the United States Government Printing Office.

BACKGROUND

This has been called a "time for decision" in education. Decisions with respect to high school education programs in Wisconsin will be made through the shared experiences of thirty-four high schools which have been selected by the State Department of Public Instruction to participate in pilot programs.

Impetus has been given to the development of <u>new</u> and <u>improved</u> programs of vocational-technical education through the passage of Public Law 88-210 which is more commonly referred to as the Vocational Education Act of 1963. This Act supports the development of needed programs through Federal funds made available to aid new and improved programs of vocational-technical education. The need for such programs at the high school level was specifically described in the Act itself.

Attention is now being given to courses primarily aimed at the non-college bound student in a way similar to that which was given previously to college-preparatory courses. Development will take place in each of the following areas: distributive education, office education, trade and industrial education, education for agriculture-related occupations, home economics, education for gainful employment and other areas, foremost of which is the health occupations.

However, a blending of survey-exploratory experiences, including content, skills, and attitudinal knowledge, for students who may seek higher learning, with vocationally oriented students engaged in a training program for employability, would be a desirable combination to implement that part of the philosophy of the high school which points to meeting the needs of the student and the community.

To provide for vocational-technical education is not to discount the place of general or basic education in the curriculum. Indeed, moreso than ever, because of our changing technological society, it is important that all students be well-schooled in all aspects of the total curriculum and be expert in communication, computation, and human relations skills - that they be provided with the foundation courses which will enable them to take their place in a free society as responsible citizens, capable of changing job skills when changes take place.

The Wisconsin pilot program is far-reaching and places emphasis on local planning activities and implementation of courses and sequences aimed toward employment in available entry occupations. High schools are for the first time being challenged to critically and realistically examine their roles in providing needed vocational-technical education opportunities as a part of their comprehensive education programs. No "vocational, aided programs," except for agriculture and homemaking on a limited scale, have previously found their way into Wisconsin high schools. With no "mortgage to the past" then, and no commitment to previous restrictive requirements. The 1963 Vocational Education Act has opened wide the door to the development of programs that will meet local needs in whatever way is realistic and practicable.

The schools which were ultimately chosen represented a true cross-section of Wisconsin schools and communities to the complete satisfaction of those who are working with the program. The variety of conditions which exist in the various school districts is practically endless, but the following are examples of those factors which contribute to the overall significance of the program: some communities are located in an economically depressed area where local employment is decreasing, while others enjoy a most healthful employment and economic condition. Some schools have various ethnic groups represented within their school population. Some communities are sparsely settled while others are large population centers. Several schools will move into new buildings while others will operate with space limitations in older buildings. Some school communities have traditionally resisted the development of such programs as we now envision while others had unsuccessfully tried "to go it on their own." All schools entered the program with one commonality: a willingness to explore the possibilities for new and improved programs of vocational education within the framework of the 1963 Act.

THE PROGRAM BEGINS

Union Grove High School "rose to the challenge" of the Vocational Education Act and was accepted as one of the thirty-four pilot schools in May of 1965.

Through joint cooperation and participation in effective dialogue, the Union Grove High School Board of Education and the High School Administrator set about to make new and improved vocational education programs a reality. A Coordinator of Vocational Education was appointed to plan for and administer the program. An Advisory Committee on Vocational Education was appointed from among a prominent group of community professional, business, and civic leaders.

A cooperative training program in office occupations and drafting was instituted for the 1965-66 academic school year. These programs involved area industrial and business firms who jointly cooperated with the High School in permitting selected seniors to be trained in their offices for a period of three hours each day. These students were paid for the work produced at the training stations in addition to receiving High School credit. Supervisors at the training stations aided the student in utilizing skills and knowledge learned in the classroom in the production of acceptable work.

In addition to this, sequential courses of study were arranged between neighboring technical schools to allow students who will be desirous of pursuing a technical education to be in this education while still in High School, continuing on at these technical schools upon graduation.

Expanding on the successes accrued during the 1965-66 school year in the areas of office education and drafting, the Advisory Committee and School staff continued their planneng into the next school year to expand, extend, and maintain vocational opportunities consistent with the philosophy of the Union High School "to meet the needs of all students and of the community."

Tantamount to this planning was a survey of the Community which showed a dire need for trained personnel in the areas' largest employer, the Southern Wisconsin Colony and Training School in Union Grove. Training and care of the mentally handicapped includes professional health services ranging from paramedical to highly professional specialists.

Investigation of job opportunities there and in other health institutions within commuting distance of the school district showed severe shortages in all areas of work ranging from aide positions to those highly specialized professional services requiring college training.

An assessment of these conditions precipitated study into a specific field of the health professions, that of mental retardation. Extra consideration to this specific area was given by the advisory committee and the school administration because of the proximity to the Southern Colony, whose superintendent, as chairman of the Advisory Committee, was eager to explore the possibility of conducting experimentation between the high school and the Colony in curriculum innovation to assist students in knowing more about employment possibilities in the health professions.

This study revealed dramatic changes taking place in the care and treatment of mental retardation largely spurred by the outlay of Federal dollars granted by Congress through the encouragement of President Kennedy. An example of new developments in this field which would have direct bearing on trained personnel needed to implement new services was proved in many studies, such as the following:

JOB OPPORTUNITIES IN MENTAL HEALTH AND HOSPITAL RELATED OCCUPATIONS

In an article in the September, 1965, Journal of Educational Research entitled "Recent Progress in the Field of Mental Retardation," the following facts are cited:

1. Specialized mental retardation clinics, treatment centers and special research centers have been opened or established, and basic support facilities such as residential-institutions, colonies, foster homes, day-care centers and community service centers have been expanded and improved.

2. Educational and training facilities for the preschool, the adolescent, and the adult retarded including the severely retarded, have been extended and improved.

3. Employment facilities have been extended, not only through sheltered workshop programs, but particularly in the competitive labor market.

4. In urban centers, specialized social-recreational facilities are increasingly available for use in the late afternoon and evening, and for weekend and summer camping programs.

5. The President's Committee on the Employment of the Physically Handicapped increased the scope of its concern by executive order on February 14, 1962 to include the mentally handicapped, thus including formally the topic of mental retardation.

6. Implementation of effective systems of group life insurance and tax relief, together with an extension of social security benefits, has assisted retardates and their parents financially.

7. Workers in diverse professions, from special education teacher to psychiatrist, social worker to pediatrician, are being more adequately prepared to serve the mentally handicapped, often through courses con-

cerning mental retardation which now attract a larger audience.

8. . . . increasingly widespread programs of enlightenment have utilized television programs, movies, filmstrips, flyers, tracts and articles to develop in these groups a more favorable image of mental retardates and a more sympathetic attitude toward their social and occupational problems.

9. Professional assistance programs, including advice, enlightenment and occasionally psychotherapy or mental hygiene treatments are provided for parents and relatives of retardates.

10. Organizations with a vital interest in the mentally retarded have grown extensively.

Progress in such areas has been accompanied by certain demands or needs. The demands which have been growing, particularly during the latter part of this period, are reflected in such recommendations as:

1. That smaller residential institutions be constructed which permit individualized treatment, are accessible to parents, and are vicinal to medical facilities, institutions for higher learning and population centers.

2. That properly supervised boarding foster homes located near public schools and playgrounds be more widely used.

3. That comprehensive community centers be developed and expanded to take advantage of existing facilities available for the examination, evaluation, and treatment of mental and physical disabilities.

4. That a "Peace Corps pattern" be used in recruiting volunteers to work as aides in services areas for the mentally retarded.

The rapidly growing field of mental retardation is typical of other medically oriented areas of work in which a growing scarcity of trained personnel threatens continued progress. On a national basis, the picture looks rather bleak unless steps are taken to interest persons in mental health and hospital related occupations.

According to the U. S. Department of Labor, in 1962 about 550,000 professional nurses were employed in nursing. By 1975 it is estimated that one million will be needed. In occupational therapy there are about 5,000 workers now and there is need for about 16,000. In special education the attrition rate and expansion far exceeds the number of people trained each year and there is a vacancy rate of about 16 per cent.

In the areas of laboratory and x-ray technicians and dietitians, needs will expand with the development of programs under Medicare. Mrs. Helen DeBardeleban, Coordinator of Social Work Recruitment for the Wisconsin Division of Mental Hygiene, stated:

> With the expansion of needs in the professional and technical areas developed by Medicare and the military, it will be necessary that more people be attracted, training will have to be expanded, and less highly trained personnel will have to be utilized in appropriately determined ways.

Within our state mental health programs, recent tabulations indicate a severe shortage in nursing positions, licensed practical nurse and aid positions, and social work positions.

You can safely say that in the health occupations, there are severe shortages which we anticipate will get worse with the increasing populations and the increasing demands imposed by new knowledge and programs.

HEALTH SERVICES SURVEY AND TRAINING PROGRAM

The Health Services Survey and Training Program represented another attempt on the part of Union Grove High School to respond to a community need within the framework of the Vocational Education Act, on the basis of local needs.

The Southern Wisconsin Colony and Training School is one of the largest public welfare institutions in the State. Located a mile from the High School, it is the area's largest employer specializing in the care, treatment, and training of the mentally retarded.

That a need exists for work in hospital and health-related occupations is self-evident. Such facts pre-empt an exploratory vocational training program in health services planned by the Union Grove High School in conjunction with the Southern Wisconsin Colony and Training School.

The Health Services Survey and Training Program has been structured with these aims:

1. To develop a new program of vocational education geared to the needs of those students who will not be seeking a baccalaureate degree in an institution of higher learning upon graduation from high school.

2. To provide exploratory experiences for those students who may want to enter professions represented in an institutional setting for which higher education is necessary.

3. To engage in an experimental program in vocational education in partnership with a State institution wherein experiences and knowledge accumulated may serve as an example for other high schools in the State to emulate.

4. To meet the needs of the labor market.

The challenge is real and necessary. Through such experimentation will come progress consistent with the nature and intent of the Vocational Education Act of 1963.

THE PLAN

Beginning in September, 1966, the Health Services Survey and Training Program commenced with a group of 19 senior students, carefully screened by the vocational guidance staff, whose interests were toward the health occupations. Instructor for the course was a vocational guidance counselor with depth training in psychology and counseling.

The course of studies was conducted at the high school during the first semester, with many visits to health institutions in the southern corner of the State. Exploration of job opportunities and requirements in the health occupations were studied, with actual visits and lectures from resource personnel reinforcing the instructional materials used. Students were in class from 1:30 to 3:30 each day during the first semester, studying elementary psychology, inter-personal relations, and focusing on the field of mental retardation, besides taking training in first aid.

Appropriate textbooks, teaching materials, audio visual aids, and other educational media were utilized to provide the students with a background to health occupations and related health work opportunities. Professional staff members of the Southern Colony served as guest lecturers and visiting consultants during that part of the semester in which attention was focused on the field of mental retardation. Other resource personnel from health institutions discussed salient parts of the course of studies involving work outside the field of mental retardation.

Beginning at the start of the second semester, the students met at the Colony for the cooperative training phase of their studies. All students participated in the orientation procedure presented to new Colony employees. Following this, the group was dispersed throughout the wards and cottages on an individual basis, having been assigned to a supervisor. No work of a nursing character was performed. Training was given in Daily Living Care Instruction from Monday to Thursday during the first nine weeks of the second semester. Hours ran from 1:45 to 4:30. All students returned to the High School each Friday for group counseling and individual research reports, in addition to resource personnel lectures on pertinent training points.

During the second nine week block of the second semester, according to individual wishes, students were assigned to specific specialized departments at the Colony in which a trainee had an interest for further studies upon graduation from high school. Those interested in special education were assigned to the Department of Special Education School. Some were assigned to the Activity Department for further studies in Recreation. Others were assigned to the Occupational Therapy, Physical Therapy, Music Therapy, Laboratory, and other medical departments.

Health facilities within a half-hour drive were available for other students who do not wish to enter the field of mental retardation during the final nine week block. Possibilities existed for cooperative training programs at the Curative Workshop, nursing homes, and general hospitals. Only one student chose to participate in another instution at that time.

Consultative aid in the development of this program was supplied by the Director of Nursing Education of the Southern Wisconsin Colony, the Chief Nursing Supervisor of the State Division of Mental Hygiene, and the consultative assistance of the Director of Nursing Education of the State Department of Nurses. Counsel was given by the Health Occupations Advisory Committee of the Union High School in the implementation and direction of the program. Other consultative experts including the School of Exceptional Children of the University of Wisconsin rendered assistance in the development of the program.

It was hoped that the program would create an interest among the students to seek additional training beyond high school in mental health and hospital related occupations. Other students not wishing to continue their education would be better able to explore job opportunities in sub-professional capacities in institutions, hospitals, nursing homes and other mental health and hospital-related facilities.

The following evaluative report was submitted by the participating staff of the Southern Colony on the first-year operation of the program.

MEMO

TO: Paul M. Weisel, Director Care and Treatment Services

FROM: Jacqueline J. Hayes, RN - Acting Assistant Director Nursing Education

SUBJECT: HEALTH SERVICES SURVEY AND TRAINING PROGRAM

DATE: May 10, 1967

The Health Services Survey Program has generally been a delightful experience for all concerned. It is my personal feeling that the program has considerable merit from the following standpoints:

STUDENT BENEFITS

1. The students are introduced to a wide variety of para medical fields and are given practical experience in areas of their own selection.

2. Gain an awareness of organizational structure.

3. The work experiences offer vocational and personal maturation.

    a. Observes and is involved in a variety of interpersonal relationships.

    b. Point "a" encourages introspection.

    c. Experiences feelings of "giving of oneself" perhaps for the first time.

    d. Views some of the benefits and problems of the "adult world" in which they will soon take their place.

4. Gains new avenues and approaches for self-expression.

5. Financial rewards.

COLONY BENEFITS

1. Patients enjoy the lively enthusiasm displayed by the students.

2. Patients benefit from extra personalized care offered by the students.

3. Facilitates existing non-nursing programs by adding staff strength.

4. Recruitment prospects.

5. Improve community understanding and interest.

SUGGESTIONS FOR FUTURE PROGRAMS

1. Preplanning should include those persons who are expected to implement the program.

    a. The planning for Colony participation was done one week prior to the students' arrival.

    b. Charge Aids, Supervisors and Head Nurses were oriented to the program the day of the students' arrival on the wards.

2. Communication channels between Colony and school should be organized but flexible.

3. Immediate supervisors should be more intimately involved.

    a. Suggest Mr. Pitts, Lawlor, Weisel, Garstecki, etc. meet with them to discuss the program at least prior to the time it begins and after it is completed.

    b. Each supervisor should be given the calendar of scheduled events, published by the school.

4. Explicit evaluation methods should be agreed upon and sufficient time allowed to complete them.

    a. Forms sent from high school one day before due date.

5. Better coordination of time sheets and paychecks.

I feel that this program partially fills a long standing gap in the educational system, orientation to vocational-technical programs. I am highly enthusiastic with the prospects of this study, and am hopeful that it will continue to be successful in the Union Grove High School and will encourage other high schools to "pioneer."

A LOOK AHEAD

Although the pilot program is experimental, it is not testing the need for programs in vocational education as such; but rather will explore methods of realistically identifying those needs and ways in which needed programs can best be implemented in an efficient, realistic, and practical way.

It is the development of such needed programs, realistic and flexible, keeping in touch with the labor market demands of today and tomorrow, that is the individual challenge of each pilot school. Programs of education or meaningful participating experiences may well become the focal point of activity in all schools regardless of the size of the school or community on economic or social conditions which exist--the answer will come from the experiences, successful or unsuccessful of the pilot schools.

The cooperative vocational training program of the Union Grove High School does not seek to supplant recognized professional and technical schools, colleges, and universities in the offering of a short course to a profession or occupation. It seeks not to infringe in any way with the traditional pre-requisites to responsible functioning in productive and rewarding ocupations. It seeks only to study, work, explore, excite, and intrigue young minds to the wealth of vocational opportunity that lies ahead for the richest asset a nation can possess--the future of its young people who must some day chart its destiny.

The untapped challenge of the field of high school vocational-technical education is being approached by prospectors in search of a new educational dream. Bright young students, like uncut diamonds, await the touch and talent of a new pair of hands--jointly owned by the field of education and the practical job demands of tomorrow. The partnership concept of the school and the participating business community form the catalyst through cooperative training programs which provide meaningful training and exploratory experiences in the light of these job demands, present and future.

It has been said that when progress in the field of mental health is measured by the majestic march of the decade and not the feverish flight of the years, can it be denied that progress is being made?

Vocational-technical education and mental health now join hands if only to point a direction toward which eager young minds might be challenged to seek and conquer new worlds of fruitful endeavor.

Vocational-technical education, through the pilot programs described, is moving into the world of tomorrow which places education squarely between man and his work. Unique, imaginative cooperative education programs, involving the curriculum staff of the State University, participating community business and institution leaders, a local vocational education advisory board, the State Department of Public Instruction and the local school district now share a common burden--with some help from the Federal Government--to prepare young people for the challenges of a changing society.

UNION HIGH SCHOOL
UNION GROVE, WISCONSIN

COURSE OUTLINE
HEALTH SERVICES SURVEY AND TRAINING PROGRAM

I. Course is to consist of six areas of concentration:

A. Choosing a vocation.

B. A study of personal relationships specifically designed to build attitudes which will facilitate the transition into the working world and more particularly into the health fields.

C. Survey of Health Institutions in the area.

D. Survey of Health Occupations with research into opportunities, salaries, duties, education, and training, etc., in each.

E. A concentrated survey into the field of mental retardation.

F. Laboratory Training Experience phase at Health Institutions in the area.

G. Medical Self-Help Program.

HEALTH SERVICES SURVEY AND TRAINING PROGRAM

CLASS FIELD TRIPS, 1967-68

Semester I Sequence

1. St. Lukes Hospital, Racine, Wisconsin.

2. St. Lukes School of Nursing and Medical Technology, Racine, Wisconsin.

   a. School of Nursing
   b. General Hospital
   c. Laboratory School

3. United States Hospital, Great Lakes, Illinois.

4. Milwaukee Children's Hospital, Specialized Advances.

5. Outpatient Psychiatric Clinic, St. Michaels Hospital, Milwaukee, Wisconsin.

6. Wisconsin School of Deaf, Delevan, Wisconsin.

7. Wisconsin School of Blind, Janesville, Wisconsin.

8. Lincoln Lutheran Nursing Home and Alcoholic Center Racine, Wisconsin.

9. Curative Workshop of Racine, Racine, Wisconsin.

10. Shepherd's Home, Union Grove.

11. Lutheran General Hospital, Park Ridge, Illinois Hyper Baric Exygen Research Center.

12. Abbots Research Laboratory, North Chicago, Illinois.

CHOOSING A VOCATION.

I. Choosing a vocation.

A. Importance of the decision.
B. Factors to consider when choosing a vocation.

1. Know whether or not you are suited to this type of work.

2. Try to predetermine whether or not you will like this type of work through the assembling of information, interviews with people who are in this work, and if possible, through experience in the work itself.

3. Take a look at your reasons for choosing this work.
   a. Do not be pressured into a line of work for which you are not suited. Parental pressures, social pressures, group pressures, peer pressures, status seeking, monetary rewards, can be very dangerous reasons for choosing a vocation.
   b. Aptitudes and abilities which fit you for the job are much more satisfactory reasons for choosing it.

4. Be realistic in evaluating yourself in trying to determine whether you are suited for this work.
   a. Can you handle the training required?
   b. Will you enjoy the routing which any vocation entails?
   c. Will the economic returns satisfy you?
   d. Are there possibilities for growth and promotion within the field which will give a continuous challenge?
   e. If you are choosing a "service" occupation, will you be happy "serving"?
   f. Do you know what the work is?
   g. What opportunities are there in the field?
   h. Are you willing to accept the discipline involved in the job?

5. Consider the monetary rewards, the personal satisfactions gained, the work accomplishments possible, the type of life you will lead, etc., and try to see yourself in this setting.

C. Above all, realize that after all of the information is assembled, after all of the advice is given, after the testing is finished and the sample tested, the choice is "yours" to make.

INTERPERSONAL RELATIONS

A. The Psychology of "Acceptance"

1. The inherent dignity of the individual
   a. Rights guaranteed by our constitution and upheld by the courts
   b. Democracy versus Communism - The "individual versus the group"
   c. A "concept" of Christianity

2. Individual differences
   a. Personal characteristics (appearance, race, religion, etc.)
   b. Abilities and aptitudes
   c. Intelligence levels (mental age)
   d. Personal "drive"

B. Getting Along With People

1. Importance
2. Relationships with others
3. Recognition of personal "needs"
4. Development of "social-self"

C. Individual Responsibility

1. Developing attitudes toward responsibility to:
   a. Self
   b. Family
   c. Society
   d. Employers

D. Emotional Development

1. Human "needs"
2. "Normal" development
3. Problems

E. Adjustments

1. In the family
2. In society
3. To life
4. To work situations

F. Authority

1. Definition
2. The interrelationship of authority and responsibility
3. The "Chain of Command"
   a. School
   b. Armed services
   c. Industrial organization
   d. Hospital
4. Respect for the "Certification" and/or position of the individual

G. The "Dignity" of Work

1. Every job is necessary or the job would not be available.
2. Work makes our society possible. Each individual has a responsibility to contribute to society whether or not he assumes the responsibility.
3. Contributions should be, if possible, commensurate with the aptitudes and abilities of the individual.

H. Psychology of Illness

1. Fear
2. Expecting too much too soon
3. Regression (emotional development)
4. Special "needs" of the ill

SURVEY OF HEALTH OCCUPATIONS

I. Review of Hospital Organization Chart to show Areas of Opportunity and also the "chain of command" - responsibilities.

A. Administration

1. Responsibilities and Authority
2. Positions
   a. Board of Directors
   b. Chairman of Board
      1. Medical Records
      2. Personnel
      3. Housekeeping
      4. Accounts Manager
      5. Purchasing
      6. Laundry
      7. Engineering

B. Medical Director (and his area of responsibility)

1. Medical Staff
2. Areas of Concentration
   a. X-Ray
   b. Pharmacy
   c. Medical Technology
   d. Therapy
   e. Dieticians

C. Director of Nursing

1. Anesthetist
2. Supervisor, Surgery
3. Supervisor, Obstetrics
4. Head Nurse
5. Nursing Staff-R.N.
6. Nurses, Practical
7. Nurses Aids
8. Nursing Education
   Instructors
   Students

AREAS TO BE SURVEYED RELATIVE TO JOB OPPORTUNITIES

A. X-Ray Department

B. Nursing Service

C. Nursing School

D. Administration

E. Food Service

F. Laundry Service

G. Medical Records

H. Pharmacy

I. Laboratory Clinical

J. Business and Financial

K. Personnel

L. Purchasing

M. Maintenance

N. Housekeeping

O. Psychiatrist

P. Neurologist

Q. Psychologist

R. Psychiatric Social Worker

S. Psychiatric Nurse

T. Psychiatric Aide

U. Social Worker

V. Therapy -- Physical, Occupational, Speech

W. Dental Occupations

UNDERSTANDING MENTAL RETARDATION

I. Causes of Retardation (An understanding of the causes of retardation should help the attendant or aide to accept and sympathize with the patient.)

- A. Prenatal
- B. Perinatal
- C. Postnatal

II. Diagnosis of Mental Retardation (to give students an understanding of some of the procedures of diagnosis and of where the responsibility for this phase of treatment lies.)

- A. The IQ. Meaning, determination.
- B. Team approach to diagnosis.
- C. Historical information and diagnosis.
  1. Family History
  2. Personal History
  3. Environmental factors
  4. Developmental factors
  5. Adjustment and Emotional factors
  6. Social development
  7. School progress
- D. Value of diagnosis to attendants.
  1. The attendant or aide must have enough knowledge of the diagnostic process and enough understanding of what diagnosis means to enable them to accept the patient as an individual.
  2. Understanding of patient behavior and problems.
- E. "Present" information in diagnosis.
  1. Physical and Neurological examinations
  2. School progress records
  3. Level of attainment.
  4. Social and Moral behavior.
  5. Psychological examination and intelligence evaluation.

III. Child Development and Environment (A study of human growth and development will help the student to recognize that type behavior common to the patients mental age.)

- A. Effect of environment
  1. Normal childhood development
  2. Nervous system development
  3. Maturation
  4. Discovery of "self"
  5. What is meant by retarded development?

- B. Institutional environment
  1. Need for love, understanding, social development, encouragement, etc.

IV. The Institution as a community

A. The purpose of institutions
1. Kinds of institutions in our lives
a. Schools
b. Schools for special groups (blind, deaf, retarded, etc.)
c. Homes for aged, infirm, etc.
d. Hospitals (Regular, Mental, Retarded, Veterans, etc.)
e. "Restraint" institutions

V. Counseling and Guiding the Mentally Retarded
(Approach from the viewpoint of the attendant. Stress need for acceptance, respect for individual differences, friendliness, and understanding.)

A. Personalities of residents. (Individuality)
B. Personality of the attendant. (The effect on the resident)
C. Importance of positive attitudes.
D. Defense mechanisms. (What they are and why they develop)
1. Projection
2. Rationalization
3. Denial
4. Withdrawal
5. Regression

Techniques:
1. Be sure counselee understands
2. Avoid using abstract words or concepts
3. Careful observations
4. Reasonable directions
5. Take one "step" at a time
6. Do not expect rapid change or improvement.

VI. Typical Behavior Patterns

A. Effect of low intelligence
B. Stereotyped behavior
C. Over-dependency
D. Friendliness and trust
E. Emotional immaturity

VII. Growth in the Mentally Retarded

A. Typical developmental patterns of the "age groups"
B. General guides to growth
C. Helping the mentally retarded to learn
1. Role of the attendant
2. The nature of learning
3. Positive effects
4. Motivation

VIII. Discipline as a Learning Experience

A. The psychology of discipline
B. Negative effect of segregation
C. Types of discipline
D. Limits of behavior
E. Learning to conform

IX. Emmotions and emotional reactions

A. Fear and anxiety reactions
B. Anger and rage
C. Insecurity and unworthiness
D. Frustration
E. Positive emotional characteristics

X. Deviant behavior and sublimation

COOPERATIVE TRAINING

UNIT 1 - ORIENTATION TO SOUTHERN WISCONSIN COLONY & TRAINING SCHOOL

Conducted at Southern Colony

OBJECTIVES

1. To introduce the student to a variety of professional service areas.
2. To obtain practical experience in the area of their choice.
3. To gain awareness of the organizational structure associated with an institution.
4. To gain awareness and understanding of the mentally retarded.
5. To serve and become involved in interpersonal relationships with a wide variety of people.
6. To encourage introspection.
7. To give of one's self.
8. To participate in both the benefits and problems of the adult world.
9. To pursue new avenues for self-expression.
10. Financial reward.

ORIENTATION OUTLINE

I. Objectives

1. Overview of Southern Colony.
2. To gain an awareness of the different positions available at Southern Colony.
3. To develop an understanding of how each position is important to the operation of the team as a whole.
4. To stimulate interest in learning the job ahead.

II. Schedule

First Day

8:00 a.m. - "Roll Call" - Hospital Classroom #2 - James Mulvey, Supervisor of Aid Training.

8:10 a.m. - Introductions, Announcements, and Special Instructions

8:20 a.m. - Lecture: "A Philosophy of Care for the Mentally Retarded" -- John M. Garstecki, Superintendent

9:00 a.m. - Film: "Introducing the Mentally Retarded" -- Mr. Mulvey

9:30 a.m. - Lecture: "Medical Services" -- Ellison F. White, M.D., Medical Director

10:10 a.m. - Lecture: "Care and Treatment Services" -- Paul M. Weisel, Director, Care and Treatment Services

10:45 a.m. - Adjourn

Second Day

8:00 a.m. - "Roll Call" - Hospital Classroom #2 -- Mr. Mulvey

Tour: (Tour of representative areas and facilities with particular emphasis upon student work stations) Hospital 1st and 3rd floors, Cottages 8, 11, 2, 3, 12, Library -- Mr. Mulvey

10:30 a.m. - Recap - Discussion -- Mr. Mulvey

10:45 a.m. - Adjourn

Third Day

8:00 a.m. - "Roll Call" - School Multi-Purpose Room -- Mr. Mulvey

- Lecture: "Special Services" -- Gerald E. Dymond, Director, Special Services

8:30 a.m. - Tour: (School, Sheltered Work Program, Activity Programs, Speech and Hearing) -- Mr. Mulvey

10:15 a.m. - Lecture: "The Retarded Child As A Person" -- Dr. Wilbur K. Frederickson, Chief Psychologist

10:15 a.m. - Adjourn

Fourth Day

8:00 a.m. - "Roll Call" - Hospital Classroom #2 -- Mr. Mulvey

- Lecture: "Dental Services" -- Carl L. Goldman, D.D.S., Chief Dentist

8:30 a.m. - Tour: (Dental Suite, Employe Health Service, Hospital, 2nd Floor) -- Mr. Mulvey

9:00 a.m. - Review of Student Work Assignments -- Alice Tohm, R.N., Assistant Director of Nurses -- Education

9:15 a.m. - Introduction to Trainee Supervisors
Orientation to Work Stations
OJT Outline - Review

10:45 a.m. - "Quitting Time"

UNIT II - INTERVAL TRAINING AND OJT

Scheduled Classroom Training

A. Objectives

1. To reinforce what has been learned on the job.
2. To reinforce aspects of mental retardation learned at the High School.
3. To provide additional knowledge necessary to perform the job adequately.
4. To provide a means whereby the students can exchange comments on experiences and feelings as related to the job.
5. To utilize group thinking for arriving at a solution to a common problem.

B. Programs

First Day -- Mrs. Tohm

8:00 a.m. - Film: "Mrs. Reynolds Needs a Nurse"

9:00 a.m. - Discussion of Team Nursing

9:15 - 9:45 a.m. - Discussion of attitudes and communications media

9:45 - 10:45 a.m. - Review of job responsibilities

Second Day -- Mrs. Tohm

8:00 - 9:30 a.m. - Seizures (film and discussion)

9:45 - 10:15 a.m. - Teaching self-care skills (handout and discussion)

10:15 - 10:45 a.m. - General care of special patient types

Third Day -- Mrs. Tohm

8:00 - 9:00 a.m. - General review

- Quiz #1

9:15 - 10:00 a.m. - Reinforcement of specific procedures such as body mechanics

10:00 - 10:45 a.m. - Reinforcement of materials covered at the High School (Thorne)

Fourth Day

8:00 - 8:30 a.m. - Discussion of Normal Human Growth and Development in Comparison with the Retarded -- Mrs. Tohm

8:45 - 10:00 a.m. - Causes of Retardation -- Dr. White

10:00 - 10:45 a.m. - Dental Care -- Dr. Goldman

Fifth Day

8:00 - 9:00 a.m. - Emotional Development -- Wilbur Frederickson, PhD, Chief Psychologist

9:15 - 10:00 a.m. - Counseling and Guidance -- Eugene R. Neeff, Chief Social Worker

10:00 - 10:45 a.m. - Religious Needs -- Pastor Moore, Protestant Chaplain -

Sixth Day

8:00 - 9:30 a.m. - Educational Needs -- M. Graham Molitor, School Principal

9:45 - 10:45 a.m. - Language Development -- Harriet Nelson, Supervisor of Speech and Hearing

Seventh Day

8:00 - 8:45 a.m. - Introduction to Activities -- Albert Apfel, Activity Supervisor

9:00 - 10:00 a.m. - Physical Therapy

10:00 - 10:45 a.m. - Occupational Therapy -- Judith Sorenson -- Chief Occupational Therapist

Eighth Day

8:00 - 10:45 a.m. - General review and recap

- Final Exam

(SECTION B)

ON-THE-JOB TRAINING

A. ASSIGNMENTS

B. SUPERVISION

1. Cottages

   a. Assign to Aid 1
   b. Supervised by Charge Aid

2. Hospital

   a. Assign to RN or LPN
   b. Supervised by Head Nurse

3. In-Service Education

   a. Supervisor of Aid Training
   b. Assistant Director of Nurses--Education

C. EVALUATION

   a. Brief resume of attitudes, performance, adaptability, etc.
   b. Written in conjunction with Aid 1 and Charge Aid in cottage, Head Nurse, RN or LPN in Hospital.
   c. Reviewed by In-Service Education.

D. JOB DESCRIPTION

1. Physical Care

   a. Observing and reporting
   b. Diapering
   c. Dressing
   d. Feeding and nourishments
   e. Bathing, hair and nail care
   f. Oral hygiene

2. Training Patients

   a. Toilet
   b. Feeding
   c. Dressing
   d. Hygiene

3. Play Activities

   a. On cottage or section - off cottage or section
   b. Individual - Group
   c. Read - Write Letters

4. Escorting

   a. Programed activities
   b. Soda Bar

5. Housekeeping

   a. Scheduled
      1) bed making
      2) washing beds
      3) folding linens

   b. Emergency

6. Other

   a. Fire equipment location and use
   b. Observe special treatments and procedures such as passing of medications, enemas, sitz baths, specimen collections, etc.

COOPERATIVE TRAINING

UNIT III - WORK EXPERIENCE

ASSIGNMENTS

COTTAGE 2

COTTAGE 3

COTTAGE 8

COTTAGE 11

COTTAGE 12

HOSPITAL ACUTE

HOSPITAL CHRONIC

HOSPITAL PMR

HOSPITAL RECEPTION

COOPERATIVE TRAINING

UNIT IV - VOCATIONAL ASSIGNMENTS

VOCATIONAL ASSIGNMENT AREAS

1 - Occupational Therapy

2 - Physical Therapy

3 - Laboratory

4 - Dentistry

5 - School

6 - Activity Therapy

7 - Central Supply

8 - Patient Care

a. Hospital
b. Cottages